

IGP

Individual Graduation Plan and Advisory Program

Success • Self-Esteem
Education • Career Planning
Creativity • Life Skills

Updated 2002



Understanding the Purpose of This Manual...

This is a resource manual, NOT a mandated guide. This information will assist teachers, counselors and administrators in their efforts to better serve the academic, career and personal development needs of all students as the planning and implementation of the Individual Graduation Plan (IGP) takes place.



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KENTUCKY'S GRADUATION REQUIREMENTS



What Students Will Know and Be Able to Do: Kentucky's New Curriculum

Written in 1891, the Kentucky state constitution, Section 183, states:

Education is perhaps the most important function of state and local governments. . . . It is required in the performance of our most basic public responsibilities. . . . It is the very foundation of good citizenship. Today, it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

This statement is as true today as it was over a hundred years ago, and the skills and knowledge that make up that education continue to evolve. What makes up an “adequate” education is different today than it was at the turn of the century.

The Kentucky Supreme Court, in an opinion rendered in June, 1989, defined an “adequate” education as one that develops the following seven capacities:

1. Communication skills necessary to function in a complex and changing civilization
2. Knowledge to make economic, social, and political choices
3. Understanding of governmental processes as they affect the community, state, and nation
4. Sufficient self-knowledge and knowledge of one's mental and physical wellness
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage
6. Sufficient preparation to choose and pursue one's lifework intelligently
7. Skills enabling students to compete favorably with students in other states

In four short years, these words have been operationalized into a new state curriculum and an authentic, performance assessment system.

Steffy, Betty S., The Kentucky Education Reform Act, Technomic Publishing Company, Inc., 1993.

| |
|---|
| <p>Schools shall expect a high level of achievement of all students.</p> |
|---|

THE LAW

The most recent regulatory change puts the following new requirements in place for all students beginning with the graduating class of 2002. See 704 KAR 3:305 revisions on the following pages.

EDUCATION, ARTS, AND HUMANITIES CABINET

Kentucky Board of Education
Department of Education
Bureau of Learning Support Services

704 KAR 3:305. Minimum requirements for high school graduation

Relates to: KRS 156.160(1)(a), (c), 158.6451

Statutory Authority: KRS 156.070, 156.160(1)(2a); (c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS156.160 requires the Kentucky Board of Education to adopt administrative regulations relating to the courses of study for the different grades and the minimum requirements for high school graduation. The courses of study are described in the Program of Studies, 704 KAR 3:303. This administrative regulation establishes the minimum requirements necessary for entitlement of a high school diploma, including the requirements beginning with the graduating class of 2002.

Section 1

Until the graduating class of 2002, each student in a common school shall have a total of at least twenty (20) credits for high school graduation. Those credits shall include the following minimum requirements:

- Language Arts – 4
- Social Studies – 2 (including one (1) credit in U.S. History)
- Mathematics – 3
- Science - 2
- Health – ½
- Physical Education – ½
- Electives - 8

Section 2

(1) Beginning with the graduating class of 2002, each student in a common school shall complete an individual graduation plan which incorporates emphasis on career development and shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the following minimum requirements:

- Language Arts – 4 credits (including English I, II, III, and IV)
- Social Studies – 3 credits (to incorporate U.S. History, Economics, Government, World Geography, and World Civilization)
- Mathematics – 3 credits (including Algebra I, Geometry, and 1 elective as provided in the Program of Studies, 704 KAR 3:303)
- Science – 3 credits (including life science, physical science, and earth and space science as provided in the Program of Studies, 704 KAR 3:303)
- Health – ½ credit
- Physical Education – ½ credit

- History and appreciation of visual and performing arts (or another arts course which incorporates this content) – 1 credit
 - Elective – 7 credits
- (2) A local board of education may substitute an integrated, applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, a rationale and course description shall be filed with the Department of Education.
 - (3) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary or high-level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. If a substitution is made, a rationale and course description shall be filed with the Department of Education.
 - (4) Each local board of education shall maintain a copy of its local policy on high school graduation requirements.
 - This policy shall include a description of how the requirements address KRS 158.6451(1)(b) and 703 KAR 4:060.
 - i. If a high school does not have a school council, this description shall be provided by the local board.
 - ii. If a high school does have a school council, this description shall be provided by the school council to the local board of education.
 - A letter of assurance of compliance and a copy of the local policy from the local board of education and school council shall be submitted to the Department of Education by the local board. If the local board or school council amends its policy, a letter of assurance of compliance referencing the amendments shall be filed with the Department of Education by the local board.

Section 3

- (1) A student who satisfactorily completes the requirements of this administrative regulation and additional requirements as may be imposed by a local board of education shall be awarded a graduation diploma.
- (2) The local board of education shall award the diploma.

Section 4

This administrative regulation shall not be interpreted as prohibiting a local governing board, superintendent, principal or teacher from awarding special recognition to a student.

Section 5

If the severity of an exceptional student's disability precludes a course of study leading to receipt of a diploma, an alternative program shall be offered. This program shall be based upon student needs, as specified in the individual educational plan and shall be reviewed at least annually. A student who completes this course of study shall be recognized for achievement. This may be accomplished by the local board of education awarding a certificate.

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education as required by KRS 156.070(4). Effective July 2, 1998.

Minimum High School Graduation Requirements

| Individual Graduation Plan: Each student shall successfully complete a program that emphasizes career plans and courses a student intends to take. Can be altered by the student and parent. Incorporates vocational studies/career development. | | |
|---|---------|---|
| Program Area | Credits | Courses |
| Language Arts | 4 | English I, II, III, IV* |
| Social Studies | 3 | Credits to incorporate U.S. History, Economics, Government, World Geography, and World Civilization* |
| Mathematics | 3 | Algebra I, Geometry, and one elective (or their equivalent)* |
| Science | 3 | Credits to incorporate life science, physical science, and earth/space science* |
| Health | ½ | |
| Physical Education | ½ | |
| History and Appreciation of Visual and Performing Arts | 1 | History and appreciation of visual and performing arts or another arts course which incorporates such content (dance, theater, art, music, humanities)* |
| TOTAL: 15 required credits plus 7 electives (22 credits) | | |
| *A local board of education may substitute an integrated, applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060 applied, interdisciplinary or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060 (academic expectations). If a substitution is made, a rationale and course description shall be filed with the Department of Education. | | |

Individual Graduation Plan



Overview

704 KAR 3:305 establish the minimum requirements necessary for entitlement to a high school diploma, including the requirements beginning with the graduating class of 2002.

This administrative regulation states that beginning with the graduating class of 2002, each student in a common school shall complete an individual graduation plan that incorporates emphasis on career development and will specifically address academic expectations 2.36, 2.37, and 2.38 in the process designed to establish the Individual Graduation Plan (IGP).

In order for high schools to guarantee that students derive as much benefit as possible from the curriculum, planning and monitoring of their academic experiences must occur. The creation of the Individual Graduation Plan will bring the needs of each student into sharper focus. The Individual Graduation Plan will outline a four-year program of study for the student based on an academic or career focus that is continually re-evaluated. In no way is a student locked into one specific career path. Career paths may change as students refocus their interests and goals. The plan will serve as a vehicle by which to gauge a student's progress toward meeting the learning standards embraced by the high school. The student, his/her parent(s)/guardian(s), and a counselor or advisor will review and adjust the Individual Graduation Plan annually as dictated by the student's work, career goals and interests. The academic expectations which emphasize career development and which are to be addressed through the IGP process for all students are described as follows:

Academic Expectation 2.36: *Students use strategies for choosing and preparing for a career.* Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path that fits their interests, aptitude, and abilities, while providing strategies to prepare for a career(s).

Jobs/Careers Reflect Both Individual and Societal Needs

- Career planning has an impact on future physical, mental, and emotional well-being.
- Work has social, political, and economic impacts on the family and society.
- Job and career opportunities vary at the state, national, and international levels based on available resources.
- The job market changes as a result of scientific advancements and the increased use of technology.

Many Factors Need to be Considered When Selecting and Preparing for a Career Path

- Short- and long-term career goals should be based on an individual's interests, abilities, aptitudes, and postsecondary opportunities.
- Various jobs and careers require different academic skills and levels of preparation.
- The advantages and disadvantages of jobs and careers in various occupational areas should be evaluated (e.g., preparation, salary and benefits, demands of job, location, work environment).
- A plan for transition to postsecondary opportunities should be based on career goals and academic strengths.

Academic Expectation 2.37: *Students demonstrate skills and work habits that lead to success in future schooling and work.* The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student's educational experience. However, the connections between success in the workplace and skills, knowledge, and work habits are emphasized at the high school level.

Good Work Habits Impact Success

- Positive and negative work habits can result in different levels of success at school and in the workplace.
- The work habits and work ethic of an individual can impact the success of the group or organization.

Certain Skills are Needed for Success in the Workplace

- Lifelong earning potential, job options, and job satisfaction are generally related to the amount and kind of educational training of the worker.
- Different jobs and careers (e.g., health field, manufacturing, agriculture) use a variety of technology types.
- The use of team skills (e.g., conflict resolution, cooperation, and communication) is important in today's workplace.

Academic Expectation 2.38: *Students demonstrate skills such as interviewing, writing résumés, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.* This expectation is more significant for high school students who are preparing for the transition to the world of work. However, many aspects of learning to market one's self need to begin earlier with an awareness at the elementary level and practice at the middle level.

Special Skills are Needed as Postsecondary Opportunities are Sought

A completed career portfolio should include the following:

- A résumé
- Letters of reference
- Certifications of training
- Samples of school work
- Records of work experience
- Letters of application

The following skills are needed for seeking jobs/careers and postsecondary opportunities:

- Writing a letter of application
- Completing an application
- Securing a letter of reference
- Preparing a résumé
- Knowing interview techniques
- Learning about employer/job
- Making a list of questions to ask
- Preparing materials to take
- Thinking about questions the interviewer may ask
- Practicing interviews
- Writing a follow-up letter
- Developing a letter of resignation

The Individual Graduation Plan (IGP) is the vehicle by which a student can arrange for credit-bearing learning experiences beyond those that are part of the usual curriculum. For example, a student who wants to study a foreign language not available at the high school might designate a nearby community college as the site for such work. If this is specified in the Individual Graduation Plan as a part of the curriculum needed to reach the student's academic or career goals, then the school's Average Daily Attendance funding is not adversely affected when the student leaves campus to fulfill the requirements of his/her Individual Graduation Plan. Therefore, thoughtful planning of the IGP is needed at the onset of one's high school experience.

By the time a student reaches the halfway point in high school, the Individual Graduation Plan should start emphasizing the transitional aspect of the plan in order to direct the student's curricular goals toward whatever it is that the young person wants to achieve after earning a high school diploma. An optional, but not required, part of the IGP may include reports of achievement that are reviewed with parents and later, submitted to colleges and/or potential employers. This cumulative plan of progress toward graduation is maintained by the student and grows thicker with time. It may also include out-of-school work-based learning or service learning experiences.

When Individual Graduation Plans Are Developed

It is recommended that all students develop an Individual Graduation Plan prior to entering high school.

After Individual Graduation Plans are developed, they are updated annually. The updating should occur prior to scheduling classes for the next school year. Under the direction of the counselor and/or teacher(s), students should be responsible for updating their Individual Graduation Plan.

INDIVIDUAL GRADUATION PLAN

Four Stages of Individual Graduation Planning Process

1. Planning Stage

- Identify person(s) to coordinate the Individual Graduation Plan process.
- Develop procedures for implementation of process.
- Identify personnel to implement the process (i.e., counselors, teachers).
- Plan professional development session on Individual Graduation Plans for personnel who are to implement the process.
- Plan and develop an evaluation of the Individual Graduation Plan process.

2. Implementation Stage

- Begin process of career planning in the eighth grade for all students (optional for sixth and seventh grades).
- Develop learner profile which includes existing information (formal and informal) related to:
 - Academic records
 - Pre-vocational experiences
 - Achievement tests including information regarding reading, math, language, and reference skills
 - Attendance
 - Personal goals
 - Social or work history
- Administer assessment instruments on interest and learning styles.
- Conduct counseling session (group or one-on-one) with students to review results of interest and learning styles assessment. This may be done by teachers, guidance counselor(s), psychologist, and/or psychometrist.
- Assist students in completing sections of the Individual Graduation Plan related to career goals, interests, hobbies, co-curricular activities, work experience, community activities, etc.
- Conduct sessions with student/parent/guardian upon revisions and updating of the Individual Graduation Plan.
- Select courses needed for upcoming school year.
- Evaluate the Individual Graduation Plan process and make appropriate changes to the process.

3. Monitoring and Updating Stage

- Designate a teacher to serve as an advisor/mentor for each student.
- Conduct assessment to determine student career aptitudes at the ninth grade. This function is to be coordinated by guidance counselor.
- Conduct counseling sessions for student/parent/guardian as needed during the school year.
- Solicit individual teacher's input in process (i.e., student's classroom progress and/or behavior).
- Update individual assessment as needed (i.e., work samples or job tryouts) in grades 10-12. Referral for assessment by an outside agency such as vocational rehabilitation may be appropriate at this level.
- Select courses needed for upcoming school years and update the Individual Graduation Plan.
- Identify post-school outcomes (i.e., employment, postsecondary education, military) and services needed to achieve transition goals.

4. Transition Stage

- Conduct joint counseling session with twelfth (12th) graders and other identified personnel, who may be needed to provide student services, which would enhance the transition process from secondary education to work, postsecondary education, or the military.
- Complete senior transition surveys and conduct follow-up.

Conclusion

Individual Graduation Plans will impact the following school goals outlined by the Council on School Performance Standards:

1. Schools shall develop the ability in students to become self-sufficient individuals and to become responsible members of a family, work group, and community.
2. Schools shall be measured on the proportion of students who make a successful transition to work, postsecondary education, or the military.

Alone I dare not climb. . .
With you I reach new heights.

DARE TO DREAM

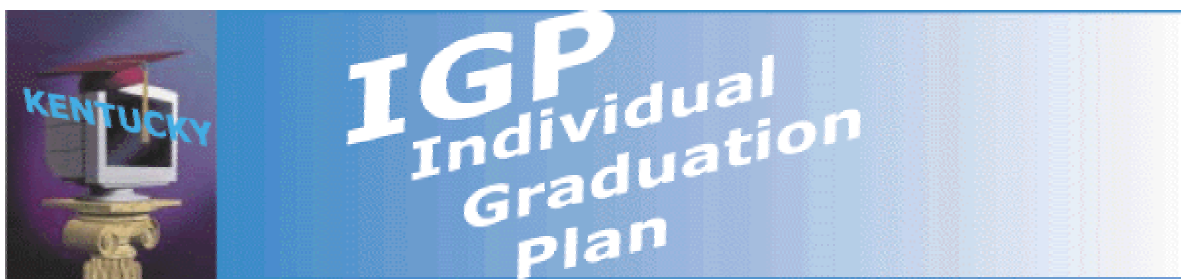
How can you be true to your future if you don't know what it holds? Good question! Although the future is unpredictable, everyone can have a direct influence on how things turn out. The most successful individuals understand the importance of having a plan which will help them accomplish their dreams. Unfortunately, a majority of individuals seem to exist on a day-to-day basis. To these people, life consists of "marking time."

Although planning for the future is always tentative, without a plan there is less chance of a dream coming true. Thus it is important when planning your future to include some high expectations, even though they may appear slightly out of reach. If you do not set your goals high, you may miss out on some great life experiences.

This INDIVIDUAL GRADUATION PLAN dares you to dream. Then, as a major step to fulfillment, you will be presented with a career discovery strategy that works.

GOOD LUCK!!

"The future belongs to those who believe in their dreams."
--Eleanor Roosevelt



Personal Information

Name _____

Address _____

Birth Date _____ Phone: () _____ Social Security # _____ / _____ / _____

Parent/Guardian Name _____

A. Educational History

| Name of School | City and State |
|----------------------|----------------|
| Elementary School(s) | |
| | |
| | |
| Middle School(s) | |
| | |
| | |
| High School(s) | |
| | |
| | |

9th Grade _____ - _____ School Year

Advisor _____

11th Grade _____ - _____ School Year

Advisor _____

10th Grade _____ - _____ School Year

Advisor _____

12th Grade _____ - _____ School Year

Advisor _____

This is an academic and career planning folder for Kentucky students. It is designed as a tool to help you in identifying educational and career goals.



B. Career Clusters and My Plans

The Individual Graduation Plan is designed around Kentucky's 14 Career Clusters. A Career Cluster is a group of occupations that may have common characteristics and job duties. These clusters can help you in exploring your career path.

Career Clusters and Some Sample Jobs:



My Career Assessment

Career Interest

Grade Level: _____

Assessment Instrument: _____

What are my 3 areas of career interest and the related career cluster for each?

Interest Areas

Career Clusters

Learning Styles

Grade Level: _____

Assessment Instrument: _____

What ways do I learn best?

Career Aptitude

Grade Level: _____

Assessment Instrument: _____

What strengths are identified in this assessment?



My Documents

Student Questions for Reading and Mathematics

These questions are to help you think about ways to improve your reading and mathematical skills. Copy and use the sheet inside this pocket to answer the questions. A separate sheet is needed for each year.

Reading

1. Why do I read, what do I read and how often do I read?
2. What do my grades and test scores show about my reading ability?
3. How will reading help me with my educational and career goals?

Mathematics

1. When and how is mathematics important in my life?
2. What do my grades and test scores show about my mathematical ability?
3. How will mathematics help me with my educational and career goals?

What type of help do I need to succeed in reading and mathematics?

STUDENT QUESTIONS FOR READING AND MATHEMATICS GRADE _____



READING

Response

- | | |
|---|----|
| 1. Why do I read, what do I read and how often do I read? | 1. |
| 2. What do my grades and test scores show about my reading ability? | 2. |
| 3. How will reading help me in my career goals? | 3. |

MATHEMATICS

Response

- | | |
|--|----|
| 1. When and how is mathematics important in my life? | 1. |
| 2. What do my grades and test scores show about my mathematical ability? | 2. |
| 3. How will mathematics help me in my career goals? | 3. |

What type of help do I need to succeed in reading and/or mathematics?

C. Self-Assessment Records

A record of assessments you take each year will serve as a tool to guide you on your career path. Identify the tests taken at each grade level and any comments you have regarding academic strengths or needs identified from the assessments.

CATS Proficiency Tests

| 7 th Grade | 8 th Grade | 10 th Grade |
|-----------------------|-----------------------|------------------------|
| Instrument: KCCT | Instrument: KCCT | Instrument: KCCT |
| Reading | Social Studies | Reading |
| Science | PL/VS | PL/VS |
| Writing Portfolio | Arts & Humanities | Comments: |
| Writing on Demand | Mathematics | |
| Comments: | Comments: | |
| | | |
| | | |
| | | |

CATS Proficiency Tests

| 11 th Grade | 6 th Grade | 9 th Grade |
|------------------------|-----------------------|-----------------------|
| Instrument: KCCT | Instrument: CTBS | Instrument: CTBS |
| Mathematics | Reading | Reading |
| Science | Language Arts | Language Arts |
| Social Studies | Mathematics | Mathematics |
| Arts & Humanities | Comments: | Comments: |
| Comments: | | |
| | | |
| | | |
| | | |

Other Assessments (PLAN, ACT, SAT, etc.)

| Grade Level: | Grade Level: | Grade Level: |
|------------------|------------------|------------------|
| Instrument: | Instrument: | Instrument: |
| Comments: | Comments: | Comments: |
| | | |
| | | |
| | | |

D. ACTION PLAN FOR SERVICE(S) NEEDED

Indicate Services Needed:

- a. Extended School Services
- b. Education Beyond High School
- c. Career Counseling and Guidance
- d. Additional Vocational Assessment
- e. Ongoing Job Support

| 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | Post Sec. | Person Responsible |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|--------------|--------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

E. CAREER GOALS AND LEVEL OF EDUCATION NEEDED

| Career Goals | | Post- High School Education | | | |
|----------------|-------------------|---------------------------------|---------------------------------|--------------------------|--------------------------|
| Career Cluster | Career Goal/Major | Four Year College/University | Community/ Technical College | Military | Workforce |
| Grade 6 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 7 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 8 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 9 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 10 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 11 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grade 12 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F. MY FOUR - YEAR HIGH SCHOOL PLAN

Kentucky *Minimum* High School Graduation Requirements (School or District may have additional requirements)

4 credits of English 3 credits of Science 1 credit of Healthy/Physical Education 2 credits of Foreign Language required for admission to Kentucky universities and colleges for students pursuing a four-year degree.
 3 credits of Social Studies 3 credits of Mathematics 1 credit of History & Appreciation of Visual & Performing Arts
 7 electives

and
Individual Graduation Plan

Career Goal/Major _____

| Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|----------------------|---------|----------------------|---------|----------------------|---------|----------------------|---------|
| Course Title | Credits | Course Title | Credits | Course Title | Credits | Course Title | Credits |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total Credits | | Total Credits | | Total Credits | | Total Credits | |

Signatures

| | | | |
|--------------------|--------------------|--------------------|--------------------|
| Student: | Student: | Student: | Student: |
| _____ | _____ | _____ | _____ |
| Parent: | Parent: | Parent: | Parent: |
| _____ | _____ | _____ | _____ |
| Advisor: | Advisor: | Advisor: | Advisor: |
| _____ | _____ | _____ | _____ |
| Annual Review Date | Annual Review Date | Annual Review Date | Annual Review Date |
| _____ | _____ | _____ | _____ |

G. INTERESTS/HOBBIES *

H. SCHOOL AND COMMUNITY ACTIVITIES *

| CLUBS/ORGANIZATIONS | ACTIVITIES/ RECOGNITIONS/HONORS | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
|---------------------|------------------------------------|-----|-----|-----|-----|------|------|------|
| | | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |

I. WORK EXPERIENCE: Paid/Unpaid (if applicable) *

| Describe Work Experience | Reference |
|--------------------------|-----------|
| 8th | |
| 9th | |
| 10th | |
| 11th | |
| 12th | |

SUPPORTING DOCUMENTATION FOR IGP

Information for the IGP may include letters of application, resumé, references, records of work experience, and sample school work (i.e., pictures, videos, portfolio entries, etc.).

MY DOCUMENTS **

This file is a part of your Individual Graduation Plan and provides support materials for developing the plan.

Recommended

- Assessment Records
 - Results of Career Interest Assessments
 - Other Career Assessments
 - Core Content
 - Kentucky Occupational Skill Standards, if applicable
- Letters of Application
- Letters of Recommendation
- Pictures, Videos, Portfolio Entries
- Completed Sample Job Application
- Records of Work Experience
- Academic and Career Related Classroom Work
- Record of Kentucky Occupational Skill Standards Assessment, if applicable
- Sample Completed Job and/or College Application
- Special Awards
- List of References
- Resumé

** Attach additional pages as needed*

** * Test scores are accessible in my official school records.*

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

Exit Review Check List for IGP

High school graduation components will be verified by the school official designated by the School-Based Decision Making Council.

Exceptions: School councils/districts will develop policies and procedures to individualize graduation plans for transfer students or those with other special needs.

Individual Graduation Plan

_____ Specific academic courses (four-year plan)

Suggestions for integrated academic portfolio:

- _____ Table of Contents
- _____ Letter to reader
- _____ Transcript
- _____ Résumé
- _____ Appropriate test data (PLAN, ACT, PSAT, SAT, CATS, Skill Standards)
- _____ Letters of recommendation from educators and employers
- _____ Documentation of certificates and awards
- _____ Print and non-print examples of performance
- _____ Documentation of demonstrations and/or exhibitions

Documentation of school-sponsored and approved activities

_____ Extra-curricular and/or co-curricular

Check all that apply:

- _____ Service Learning
- _____ School service
- _____ Work-Based Learning

_____ Successful completion of culminating project and panel evaluation

_____ Successful completion of Writing Portfolio

I hereby verify that all the above have been completed.

Student's Signature

Designated school official's signature

CONGRATULATIONS!!!

You've done it! You have:

- Identified what kind of person you really are and determined what you want to do with your life;
- Achieved this by discovering where you are today, how you got here, and where you now want to go;
- Reached, evaluated, and decided how you will get there;
- Collected appropriate information and planned what you will do when you arrive;
- Worked out how to begin and see through your career transition journey.

NO ONE CAN SAY THAT YOU ARE POSTPONING THE REST OF YOUR LIFE—PARTICULARLY NOT YOU.

Stevens, Paul, *Stop Postponing the Rest of Your Life*, Ten Speed Press, Berkeley, California, 1993.

Where to go for more information . . .

- High School Counselor/Teacher/Career Counselor
- People working in the desired career field
- Computer software programs
 - Computerized Guidance Information Systems (CGIS or CIS)
 - Vital Information for Education and Work (VIEW)
- *Dictionary of Occupational Titles* (Public or School Library)
- *Occupational Outlook Handbook* (Counselor's Office or School Library)

Transition Planning Process for Students with Educational Disabilities

Relationship Between the Individual Education Program and the Individual Graduation Plan

Since 1990, transition services have been a requirement of law for students who are 16 years or older, or younger if deemed appropriate by the IEP Team. The services are planned at the IEP meeting to which students must be invited. Under the latest reauthorization of the IDEA in 1997 (IDEA 97), this involvement has been expanded. In addition to interagency transition services beginning at age 16, a statement of transition service needs is required at age 14 that is to focus on the student's intended course of study. At this time, and updated annually, thereafter, the IEP Team looks at the child's courses of study (such as advanced placement courses or career and technical education programs) and determines whether or not these courses of study are leading the student where he/she needs to be upon graduation. The IEP team needs to examine what the student's course needs are that will result in a successful graduation and what courses might be indicated, given the student's goals for life after secondary school. Beginning to plan at age 14, with an eye on necessary coursework, is expected to help students plan and prepare educationally. At age 16, or younger if appropriate, transition services are delivered in a wide range of areas and a statement of interagency linkages and responsibilities, if appropriate, is developed.

In Kentucky, the initial requirements for transition planning are addressed through the Individual Graduation Plan (IGP) and the Individual Education Program. The following steps outline this process for 14-year-olds:

Planning for Students: Age 14

- 1). Documentation begins on page 6 of the KDE suggested IEP form for students ages 14 and older, by addressing the following question: "How were the student's preferences and interests considered?" The purpose of this question is to assure that input has been obtained from the student and his/her parent or guardian regarding desired post-school outcomes.
- 2). Address student transition needs in relation to the course of study. At this point, the state suggested IEP form directs the user to the IGP, where these needs are documented under Section "J", *Education Plan Inclusive of Academic Requirements (704 KAR 3:305) and Career Related Courses*. Courses listed here, are those determined by the ARC as important for the student in terms of working toward the identified desired post-school outcomes and take into account gaps in needed competencies that can be addressed through the Kentucky Program of Studies. Both required and elective courses are included.
- 3). Go to the IEP under the "Present Level of Performance" section, "Transition Needs", page 1 of the KDE suggested form. At age 14, the transition need area being addressed for the typical student under Present Level of Performance should be "instruction", and could also include related services, community experiences, employment and other post school adult living objectives and if appropriate, acquisition of daily living skills and functional vocational

evaluation. In developing the present level of performance statement in relation to “instruction”, it may be helpful to think in terms of following questions:

- How does the student’s disability impact acquiring the competencies needed in terms of the courses listed on the IGP?
- What competencies (strengths) does the student have?
- Where are the gaps (needs)?

4). After the present level of performance statement is developed, the Annual Goals and Benchmarks/Short-Term Objectives must be determined that will support the needs or gaps identified in the present level of performance. These provide a way to measure student progress toward areas of identified need and, ultimately, toward achievement of student desired post-school outcome(s). This documentation is made on page 3 of the KDE suggested IEP form.

Planning for Students: Age 16

1). Beginning at age 16, or younger, if appropriate, student desired post-school outcomes are formally documented on the IEP, a statement of interagency linkages and responsibilities is developed, and transition services are delivered in a wider range of areas. This documentation, on the KDE suggested IEP form, is found in the following places:

- *Student desired post-school outcomes are formally documented* – At age 16, student plans, and needs for support, following life after high school become more defined. These are, in turn, documented on page 6 of the KDE recommended IEP form under the “Desired Post-School Outcomes/Services” section.
- *Statement of interagency linkages and responsibilities is developed* – Any needs for assistance from agencies, other than the Local Education Agency, in making the transition from school to post-school environments are listed on page 6 of the IEP form.
- *Transition services are delivered in a wide range of areas* - page 1, under the Present Levels of Performance, Transition Needs section. At age 16, the student is two years closer to leaving the school setting and has, hopefully, more clearly defined his/her desired post-school outcomes. Thus, student needs in relation to transition typically go beyond that of “instruction” only. The additional needs of related services, community experiences, employment, daily living skills, post school adult living, and functional vocational evaluation must also be considered at this time. After identification by the ARC, they are noted and present level of performance statements, annual goals, and short term objectives/benchmarks are developed.

For additional information, refer to the suggested Individual Education Program (IEP) on the pages that follow.

Enter District Name Here

Individual Education Program (IEP)

Date: _____

Review Date: _____

Student: _____
Last First Middle

Age: _____ Grade: _____

Student ID# _____

Disability: _____

| | |
|--|---|
| Education Performance Areas Assessed | Present Levels of Performance including how the disability affects the student's involvement and progress in the general curriculum (For preschool children include the effect on participation in appropriate activities; For students aged 14, or younger if appropriate, a statement of transition needs is included; and For students aged 16, or younger if appropriate, a statement of transition services and interagency linkages is included.) |
| Communication Status | <input type="checkbox"/> Performance commensurate with similar age peers |
| Academic Performance | <input type="checkbox"/> Performance commensurate with similar age peers |
| Health, Vision, Hearing, Motor Abilities | <input type="checkbox"/> Not an area of concern at this time |
| Social and Emotional Status | <input type="checkbox"/> Performance commensurate with similar age peers |
| General Intelligence | <input type="checkbox"/> Performance commensurate with similar age peers |
| Transition Needs | <input type="checkbox"/> Instruction <input type="checkbox"/> Related services <input type="checkbox"/> Community experiences <input type="checkbox"/> Employment <input type="checkbox"/> Daily Living Skills <input type="checkbox"/> Post School Adult Living Objectives <input type="checkbox"/> Functional Vocational Evaluation |
| Functional Vision/Learning Media Assessment | <input type="checkbox"/> Performance commensurate with similar age peers |

Name:

DOB:

Date of ARC:

Consideration of Special Factors for IEP Development:

- Does the child's behavior impede his/her learning or that of others? ☐ Yes ☐ No If yes, include appropriate strategies, such as positive behavioral interventions and supports in the statement of devices and services below.
- Does the child have limited English proficiency? ☐ Yes ☐ No. If yes, what is the relationship of language needs to the IEP?
- Is the child blind or visually impaired? ☐ Yes ☐ No If yes, the IEP Team must consider:
 - a. Is instruction in Braille needed? ☐ Yes ☐ No
 - b. Is use of Braille needed? ☐ Yes ☐ No
 - c. Will Braille be the student's primary mode of communication? ☐ Yes ☐ No (See evaluation data for supporting evidence.)
- Does the child have communication needs? ☐ Yes ☐ No. If yes, what are they?

-
- Is the child deaf or hard of hearing? ☐ Yes ☐ No. If yes, the IEP Team must consider:
 - a. The child's language and communication needs; Describe:

-
- a. Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

-
- a. Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:
-

**Are assistive technology devices and services necessary in order to implement the child's IEP?
(include instruction in Braille)**

☐ Yes ☐ No. If yes, indicate below.

Statement of devices/services to be provided to address the above special factors (such as an intervention plan; accommodations; other program modifications)

Name:

DOB:

Date of ARC:

Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

Annual Measurable Goal: _____

| | Review of Progress of Annual Goal | | | | | | | | Date Progress Report Sent to Parent |
|---|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------------------|
| | <u>1st</u> | <u>2nd</u> | <u>3rd</u> | <u>4th</u> | <u>5th</u> | <u>6th</u> | <u>7th</u> | <u>8th</u> | 1 st reporting period: |
| <u>Methods of Evaluation*</u> | | | | | | | | | 2 nd reporting period: |
| <u>Reports of Progress**</u> | | | | | | | | | 4 th reporting period: |
| <u>Goal Anticipation***</u> | | | | | | | | | 5 th reporting period: |
| <p align="center">*Methods of Evaluation</p> <p>1. Standard tests 2. Teacher-made tests 3. Teacher observations 4. state and/or district assessments 5. Progress Data 6. Other: 7. Other: __**Report of Progress</p> <p>1. No progress made 2. Very little progress being made towards goal 3. Some progress being made towards goal 4. Goal has been met 5. Other:</p> <p align="center">***Goal Anticipation</p> <p><input type="checkbox"/> YES Anticipate meeting goal by IEP annual review, or <input type="checkbox"/> NO Do not anticipate meeting goal by IEP annual review.</p> | | | | | | | | | 6 th reporting period: |
| | | | | | | | | | 7 th reporting period: |
| | | | | | | | | | 8 th reporting period: |
| | | | | | | | | | |

Benchmarks/Short-Term Instructional Objectives and Specially Designed Instruction

| Benchmarks/Objectives | Specially Designed Instructions |
|-----------------------|---------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Specially Designed Instruction in P.E.: Does the student require specially designed P.E.? ☐ Yes ☐ No.

If yes, document as specially designed instruction.

A statement of supplementary aids and services, if any, to be provided to the child or on behalf of the child:

Individual Modifications in the Administration of Assessments and in the Classroom

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the ***Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, 703 KAR 5:070*** document.

- ☐ Readers
 ☐ Scribes
 ☐ Paraphrasing
 ☐ Reinforcement and behavior modification strategies
☐ Prompting/cueing
 ☐ Use of technology
 ☐ Manipulatives
 ☐ Braille
 ☐ Interpreters
☐ Extended time
 ☐ Other: specify
☐ Student has been determined eligible for participation in the alternative portfolio assessment. The reasons for this decision are:

Program Modifications/Supports for School Personnel that will be provided for the child:

Name:

DOB:

Date of ARC:

LRE and General Education: Explain the extent, if any, to which the student will **not** participate in:

☐ regular classes (content area):

| Special Education and Related Services: | | | | | |
|--|----------------------------------|---------------------------------|----------------------------|--|--|
| Type of Service* | Anticipated Frequency of Service | Anticipated Duration Of Service | | | Location of Services** |
| | | Amount of Time | Beginning Date/Ending Date | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | **For location use code for continuum of services: 1. regular class 2. resource room/special class 3. special schools (KSD,KSB) 4. home instruction 5. hospital and institutions 6. other: |
| *Type Of Service: 1. Special Education 2. Speech Language Pathology 3. Audiology 4. Psychological 5. Physical Therapy 6. Occupational Therapy 7. Recreation 7. Counseling 8. Orientation & Mobility 9. School Health Services 10. Social Work 11. Parent Counseling & Training 12. Transportation 13. Instruction In Braille 14. Other: | | | | | |

Name:

DOB:

Date of ARC:

How were the student's preferences and interests considered? (Check all that apply)

- ☐ Student Interview ☐ Student Survey ☐ Student Portfolio ☐ Vocational Assessments ☐ Interest Inventory
☐ Parent Interview ☐ Other:

Transition Services Needs (Beginning at age 14, or younger)

Needs Related to the Course of Study

Has Individual Graduation Plan (IGP) been developed:

- ☐ Yes.
☐ No. If no, do not proceed with development of IEP until IGP is developed.

Transition Services (Beginning at age 16, or younger if appropriate)

**Desired Post School Outcomes/Services
(Check those which apply)**

Employment

- ☐ Competitive
☐ Supported
☐ Military

Living Arrangements

- ☐ Independent Living
☐ Group Home
☐ Parents or Relative

Post-Secondary

- ☐ Community College
☐ Technical College
☐ University

Community Participation

- ☐ Supported
☐ Unsupported

Required Transition Services Including Statement of Interagency Linkages and Responsibilities

| Agency Responsibilities | Agency Responsible |
|-------------------------|--------------------|
| | |
| | |

If applicable, one year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority. Date Informed:

Other Items that may be included in the IGP:

- STUDENT ACADEMIC PROFILE

In addition to the high school transcript and résumé', an academic profile is a form of student accountability also instituted in many high schools. The academic profile was recommended by the Task Force on High School Restructuring in 1993 and piloted in 27 high schools for two years. The academic profile is maintained by the student for the years he/she is enrolled in high school. The student shall assemble a single portfolio from all courses and experiences throughout high school. The academic profile should include a transcript, a résumé, appropriate test data (such as ACT, SAT, ASVAB, etc.), statewide assessment results, occupational skill standards assessment results (if applicable), recommendations from educators and employers, certificates and awards, print and non-print examples of performance, demonstrations and/or exhibitions, documentation of satisfactory participation in school-sponsored and approved activities and the culminating project (i.e., senior project).

- TRANSCRIPT (attendance record, courses, grades)
-
- DOCUMENTATION, CERTIFICATES AND REWARDS
-
- PRINT AND NON-PRINT EXAMPLES OF PERFORMANCE
-
- DOCUMENTATION OF DEMONSTRATIONS AND/OR EXHIBITIONS
-
- SUCCESSFUL COMPLETION OF CULMINATING PROJECT AND PANEL
- EVALUATIONS
-
- BEST PIECES FROM WRITING PORTFOLIO
-
- BEST PIECES FROM OTHER ACADEMIC PORTFOLIOS

| Integrated Academic Profile Record dates profile was reviewed and initialed Check components completed | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------|----------|----------|-------------------|--|------------------|--|------------|--|--------|--|--------------------|-------|--------------------------|--|---------------------|-------|-------------|--|------------------------------|--|--------------|--|
| Date of Completion _____ | Advisor's Signature _____ | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: center; padding: 5px;">Contents</th> <th style="width: 50%; text-align: center; padding: 5px;">Comments</th> </tr> <tr><td style="padding: 5px;">Table of Contents</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Letter to Reader</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Transcript</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Résumé</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Test Data Included</td><td style="padding: 5px;">List:</td></tr> <tr><td style="padding: 5px;">Personal Recommendations</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Awards/Certificates</td><td style="padding: 5px;">List:</td></tr> <tr><td style="padding: 5px;">Sample Work</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Narrative of Exit Exhibition</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">Other (List)</td><td style="padding: 5px;"></td></tr> </table> | | Contents | Comments | Table of Contents | | Letter to Reader | | Transcript | | Résumé | | Test Data Included | List: | Personal Recommendations | | Awards/Certificates | List: | Sample Work | | Narrative of Exit Exhibition | | Other (List) | |
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| Narrative of Exit Exhibition | | | | | | | | | | | | | | | | | | | | | | | |
| Other (List) | | | | | | | | | | | | | | | | | | | | | | | |

Employability skills ratings (if available)

These are defined as skills and behaviors that are known, valued, and practiced in the workplace.

RESOURCES:

- Identify, organize, plan and allocate resources
- Select relevant activity, allocate time, keep records and follow schedule
- Use company resources responsibly (e.g., supplies, equipment)

INTERPERSONAL:

- Work with others
- Participate as member of team (e.g., following instructions, providing feedback, cooperating with established team goals)
- Serve clients/customers—work to satisfy customers' expectations (internal and external customers)

INFORMATION:

- Acquire and use information
- Acquire and evaluate job-related documents
- Organize and maintain files
- Interpret and communicate job-related information
- Use computers to process information in the work environment

SYSTEMS:

- Understand complex terminology
- Is familiar with inter-relationships used in the profession
- Understand the technical aspects of everyday life on the job and the tools that relate to the profession
- Suggest modifications to existing processes and develop new or alternative methodologies to improve performance

TECHNOLOGY:

- Work with a variety of technologies
- Apply current and appropriate technology to specific tasks

THINKING SKILLS:

- Think creatively
- Make intelligent decisions
- Solve problems
- Visualize, organize and process symbols, pictures, graphs, objects and other information
- Use efficient learning techniques to acquire and apply new knowledge and skills
- Practice deductive and inductive reasoning skills

PERSONAL QUALITIES:

- Practice individual responsibility
- Have good self-esteem, believe in own self-worth, and maintain a positive view of self
- Relate well to others
- Set personal goals, monitor progress, and exhibit self-control
- Possess integrity and maintain a professional image
- Demonstrate dependability and good work ethic
- Demonstrate willingness to learn
- Work safety
- Balance work, family, and personal life

GENERAL KNOWLEDGE OF THE INDUSTRY:

- Know the scope of the industry and how parts interrelate
- Understand the economics pertinent to the department (e.g., supply costs, productivity, business financial decisions)
- Read, analyze and interpret examples of industry reports and specifications and standards

Successful Transition



Transition Timeline

This Kentucky sample IGP is intended to assist administrators, teachers, and other personnel in implementing a plan to accomplish the successful transition through an Advisory System and/or developmental classroom guidance.

This material is not intended to be a “prescription” to serve all schools, but it is intended to be a starting place and to stimulate ideas to meet individual needs.

Standards

To assist schools in implementing Individual Graduation Plans, it is recommended that the following standards serve as state guidelines for providing students with experiences that will assist them in making a successful transition from school to work, postsecondary education, or the military.

Grade 4

- All students have experienced career awareness and computer literacy through the curriculum offered in the primary program.

Grade 8

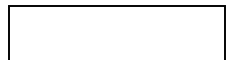
- All students have developed keyboarding and other computer literacy skills.
- All students have completed a career awareness and exploration course such as *Career Choices*.
- All students have developed an Individual Graduation Plan that indicates educational and career objectives and identifies a planned program of studies.
- All students have completed an assessment to determine career interest and learning styles.

Grade 10

- All students have reviewed and refined their career objective and have received additional counseling on their Individual Graduation Plan.
- All students have become involved in or have identified student organizations or other school activities in which they will participate to develop leadership and teamwork skills.

Grade 12

- All students have developed academic and occupational skills necessary to make successful transition to postsecondary education, the workforce, or the military.
- All students have participated in authentic learning experiences that are related to their career objective. These experiences can be peer tutoring projects or events, community service, mentoring, shadowing, simulation, cooperative education, etc.
- All students have participated in student organizations and/or other school activities to develop leadership, teamwork, and social interactive skills.



In order for students to have a successful transition from school to work, postsecondary education, or the military, some method of in-depth instruction for career awareness is necessary. Students need proper guidance in selecting educational programs and careers that will lead to personal satisfaction. Career awareness/exploration provides the initial framework for educators to prepare youth to successfully enter their chosen occupations.

Rationale

A comprehensive career awareness and exploration plan should include self and career awareness at the elementary level. Students at this level should be introduced to careers in the community and region; examine relationships between learning and working; explore opportunities of various careers; and investigate the inter-relationship of life roles, life styles and careers.

Students at the middle school level should explore career options in various fields; examine requirements for a variety of careers; demonstrate knowledge of the inter-relationship of life roles, life styles, and careers; examine the relationship of educational achievement to career opportunities; identify personal strengths and weaknesses; investigate a variety of careers; analyze findings in terms of interest and abilities; and develop a preliminary career/transition plan.

High school level students should set educational and career goals and revise the Individual Graduation Plans as needed. Students at this level will investigate the inter-relationship of educational achievement, life goals, career planning, training and placement; evaluate the present job market and analyze predictions of future trends at local, regional and global levels; and propose career options based on existing career-transition plan.

Vital to the educational process at each of these grade levels is the involvement of parents, business/industry and the community.

Why Do We Need Career Development?

The following guidelines, developed by the National Career Development Association are cross-referenced with the Academic Expectations found in Goal 2 under the Practical Living/Vocational Studies content guidelines. The specific Academic Expectations which relate to career development are indicated in parentheses at the end of each competency.

Self-Knowledge

- Competency (1) Understanding the influence of a positive concept. (2.32)
- Competency (2) Skills in interacting positively with others. (2.29 and 2.37)
- Competency (3) Understanding the impact of growth and development. (2.31)

Exploration

- Competency (4) Understanding the relationship between educational achievement and career planning. (2.36, 2.37, and 2.38)
- Competency (5) Understanding the need for positive attitudes toward work and learning. (2.37)
- Competency (6) Skills in locating, evaluating and interpreting career information. (2.36 and 2.38)
- Competency (7) Skills in preparing to seek, obtain, maintain, and change jobs. (2.36 and 2.38)
- Competency (8) Understanding how societal needs and functions influence the nature and structure of work. (2.30 and 2.38)

Career Planning

- Competency (9) Skills in making decisions. (2.36 and 2.38)
- Competency (10) Understanding the inter-relationship of life roles. (2.34, 2.35, and 2.36)
- Competency (11) Understanding the continuous changes in male/female roles. (2.36)
- Competency (12) Skills in career planning. (2.36 and 2.38)

Career Assessment

What Is Career Assessment?

Career Assessment is a comprehensive, student-centered process conducted over a period of time. It involves a multi-disciplinary team approach with the purposes of identifying individual characteristics, strengths, limitations, interests, abilities, and special needs. Career assessment involves the collection of data that are used in goal setting, educational programming, and career planning.

The How's and Why's of Career Assessment

| <u>QUESTIONS</u> | <u>RESPONSES</u> |
|---|---|
| What are the purposes of career assessment? | Purposes of career assessment include: <ul style="list-style-type: none"> • Identification of learning styles, student interest, and aptitude. • Use of information in planning student's high school course of study and for transition. |
| Who is responsible for initiating and implementing career assessment and student Individual Graduation Plans? | Each educational agency is to establish policies and guidelines for persons who are to be involved in the assessment process. The principal has the responsibility of implementing the process at the school level. An assessment committee is recommended to facilitate implementation. Suggested personnel for the assessment committee include guidance counselor(s), teachers, educational diagnostician, and representatives of agencies (i.e., rehabilitation services). Example: <i>Career Choices</i> teachers at the eighth grade may begin the assessment and the development of the student Individual Graduation Plans with the help of counselor(s). |
| What is the process for implementing career assessment and Individual Graduation Plans? | A five-phase plan for implementing career assessment and Individual Graduation Plans is suggested <u>Phase I: Grade 6</u> <ul style="list-style-type: none"> • Initiate process for developing an Individual Graduation Plan • Conduct an informal survey on "Who Am I?" <u>Phase II: Grade 7</u> <ul style="list-style-type: none"> • Conduct an informal survey on "Where Am I Going?" • Complete self-assessment record • Administer assessment on learning styles (optional) • Complete sections of IGP on honors, awards and extra school activities. |

| | |
|--|--|
| | <p><u>Phase III: Grade 8</u></p> <ul style="list-style-type: none"> • Initiate process for career assessment and transition • Develop learner profile • Administer assessment on learning styles and interests • Continue developing Individual Graduation Plan <p><u>Phase IV: Grade 9</u></p> <ul style="list-style-type: none"> • Administer assessment on career/technical aptitudes • Update information for Individual Graduation Plan (high school four-year program of study, etc.) <p><u>Phase V: Grade 10-12)</u></p> <ul style="list-style-type: none"> • Provide for updating assessment for students who may benefit from additional or more comprehensive assessment (i.e., interest, work samples and/or referral to other agencies as Vocational Rehabilitation.) • Update Individual Graduation Plan |
| <p>How can Individual Graduation Plans be used by students and teachers?</p> | <p><u>Sixth and Seventh Grades:</u></p> <ul style="list-style-type: none"> • Use information from surveys to begin the development of a learner profile • Help students focus on strengths and interests (e.g., good in art, like to sing, work with children, etc.) <p><u>Eighth Grade:</u></p> <ul style="list-style-type: none"> • Use information from career assessment to develop a learner profile which will assist students, teachers, and counselors in exploring career options. • Use information to assist students in determining course of study in high school (i.e., career and technical exploration, life skills training, Tech Prep, and core subjects needed for graduation). • Use information from Individual Graduation Plans to develop student's schedule for high school. • Plan learning/teaching strategies based on learning styles of students. • Use information as a basis for recommending support services and curriculum/equipment modifications. <p><u>Ninth-Twelfth Grades:</u></p> <ul style="list-style-type: none"> • At the ninth grade, information from aptitude assessment should be incorporated into the Individual Graduation Plan. • Each year update information relating to career goals, educational plan, action plan for services, work experiences, school and community activities, interests and hobbies. • Provide counseling for each student as an integral |

| | |
|--|---|
| | <p>component of the transition process. Counseling may be done through individual and group counseling by guidance counselors and teachers. An Advisory Program is one strategy for counseling students and would involve all personnel including administrators and teachers.</p> <ul style="list-style-type: none"> • At each grade level, teachers and students should have access to Individual Graduation Plans in order to use information for strengthening curriculum, planning appropriate teaching/learning strategies, developing a coherent sequence of courses, recommending possible career goals, and identifying agencies/services needed for students to transition from high school to postsecondary education and work. |
|--|---|

CAREER CLUSTERS

“If you know where you want to go, you have a much better chance of getting there.”
--Anonymous

Kentucky has adopted fourteen career clusters that represent broad groups of related occupations and careers. The list of Career Majors within each cluster should be the basis for developing a focused program of studies that will lead to a postsecondary degree or diploma. These majors are illustrated in the *Guide to Selecting Career Majors/Clusters in Kentucky*.

Although portions of this document have been included here, a complete copy of the *Guide to Selecting Career Majors/Clusters in Kentucky* may be obtained from the high school and middle school principal or downloaded from the Kentucky Department of Education web page, Career/Technical Education (http://www.kde.state.ky.us/osis/voced/selecting_clusters.asp).

KENTUCKY’S 14 CAREER CLUSTERS AND DESCRIPTIONS:

| | |
|----------------------|---|
| Agriculture | Prepare and support individuals for careers, build awareness, and develop leadership for the food, fiber, and natural resource systems. |
| Arts & Humanities | Prepare individuals for creating, performing, and conducting literary, artistic, entertaining, and sporting activities, or to explore man and his culture through the study of philosophy, religion, literature, or language. |
| Business & Marketing | Prepare individuals to perform managerial, research, and technical support functions of business and prepare individuals to plan and execute the buying, selling, promotion, and distribution of ideas, goods, and services. |

| | |
|------------------------|--|
| Communications | Prepare individual to apply technical knowledge and skills to effectively communicate ideas and information. |
| Construction | Prepare individuals to apply technical knowledge and skills in the constructing, inspecting, and maintaining of structures and related properties. |
| Education | Prepare individuals for the practice of learning and teaching, and related research, administrative and support services. |
| Health Science | Prepare individuals to apply technical knowledge and skills for maintenance of health, prevention of illness, and care of the ill. |
| Human Services | Prepare individuals for employment in occupations that relate to families and human needs. |
| Information Technology | Prepares individuals to apply technical knowledge and skills in the rapidly growing occupational field of computer networking, programming, digital media, support services, and e-commerce/web design. |
| Manufacturing | Prepare individuals to apply technical knowledge and skills in the production, maintenance, assembly, or repair of products. |
| Public Services | Prepare individuals to analyze, manage, and deliver public service programs including protective services such as police, fire and safety, postal services, and public utilities. |
| Science & Mathematics | Prepare individuals to apply scientific principles and mathematical knowledge and technical skills to research and development. |
| Social Sciences | Prepare individuals to study people and the culture in which they live, and to conduct research into human behavior including abnormal behavior politics language, lifestyle, and work. |
| Transportation | Prepare individuals to apply technical knowledge and skills to maintain and repair aircraft, land vehicles, marine vessels, construction equipment and portable power equipment, and to provide other services for transporting people or materials. |

Career Cluster posters are available in two sizes—17" x 22" and 8½" x 11" and are excellent resources to use with students in discussing career opportunities and in advisory sessions. They would also be very useful in working with students in developing Individual Graduation Plans.

Schools may use these to help promote Kentucky's 14 Career Clusters. They may be purchased for a nominal fee from the Division of Career and Technical Education by calling 502-564-3775.

Postsecondary Degrees, Diplomas and Related Occupations

The following section provides one sample of how career clusters and majors can be aligned with degrees and diplomas at postsecondary education institutions. **This is only a sample.** This information should be helpful in providing guidance to students in selecting career clusters and majors that lead to postsecondary education outcomes. For a complete set of samples for all 14 career clusters, please contact the **Division of Career and Technical Education at (502) 564-3775.**



ARTS AND HUMANITIES CAREER CLUSTER

Description: Prepare individuals for creating, performing, and conducting literary, artistic, entertaining, and sporting activities, or to explore man and his culture through the study of philosophy, religion, literature, or language.

| Certificates: Secondary Level | Associate Degrees, Diplomas and Certificates: Postsecondary Level | Bachelors Degree: Postsecondary Level |
|--|--|--|
| Career Major | <p>Associate Degrees</p> <ul style="list-style-type: none"> Art History, Criticism and Conservation Bible/Biblical Studies Cartography Economic, General English Language and Literature English Language and Literature, General Drama/Theater Arts, General Fine/Studio Arts French Language and Literature General Studies Graphic Design, Commercial Arts and Illustration Liberal Arts and Sciences/Liberal Studies Music, General Music, General Performance Religious Education Religion/Religious Studies Spanish Language and Literature Sacred Literature Theology/Theological Studies Philosophy <p>Diplomas</p> <ul style="list-style-type: none"> Bible and Biblical Studies Interior Design Religious Education Religious Sacred Music Theology/Theological Studies Visual Communication Arts Technology <p>Certificates</p> <ul style="list-style-type: none"> Bible/Biblical Studies Music, General Religion/Religious Studies Theology/Theological Studies Visual Communication Arts Technology | <ul style="list-style-type: none"> Art History, Criticism and Conservation Arts Management Bible/Biblical Studies Biblical and Other Theological Languages and Literature Classic and Classical Languages and Literature Communication Arts Corporate and Organizational Communications Drama/Theater Arts, General English Language and Literature, General Fine/Studio Arts Foreign Language and International Economics Foreign Languages and Literatures, General French Language and Literature German Language and Literature Graphic Design , Commercial Arts and Illustration Greek Language and Literature (Ancient and Medieval) Humanities and Social Sciences Individualized Studies Interior Design Italian Language and Literature Journalism Latin Language and Literature Liberal Arts and Science/Liberal Studies Library Science/Librarianship Linguistics Music Business Management and Merchandising Music (Liberal Arts) Music, General Music, General Performance Music History and Literature Music Theory and Composition |

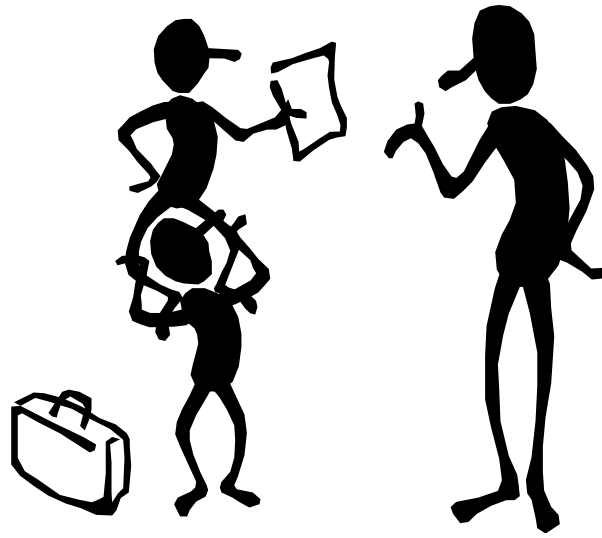
ARTS AND HUMANITIES CAREER CLUSTER

Description: Prepare individuals for creating, performing, and conducting literary, artistic, entertaining, and sporting activities, or to explore man and his culture through the study of philosophy, religion, literature, or language.

| Certificates: Secondary Level | Associate Degrees, Diplomas and Certificates: Postsecondary Level | Bachelors Degree: Postsecondary Level |
|--|--|---|
| | | Music Therapy Philosophy Philosophy and Religion Public Relations and Organizational Communications Religion/Religious Studies Religious Education Religious/Sacred Music Russian Language and Literature Sacred Literature Spanish Language and Literature Speech Communication and Human Relations Speech and Rhetorical Studies Speech and Theater Theology/Theological Studies Visual and Performing Arts |

| ARTS AND HUMANITIES CAREER CLUSTER | | |
|---|---|--|
| Certificates: Secondary Level | Associate Degrees, Diplomas and Certificates: Postsecondary Level | Bachelors Degree: Postsecondary Level |
| Sample Occupations | Sample Occupations | Sample Occupations |
| Graphic Arts Technician Photographer Helper Pop Musician or Singer Sign Painter Stagehand | Graphic Artist Layout Artist Model Museum Technician Musician Photographer Retoucher Photographer, Commercial Photographer, Portrait Sound or Lighting Operator State Electrician Stage Manager | Actor/Actress Advertising Art Director Art Teacher Audiovisual Production Specialist Band/Orchestra Director Choreographer Composer/Conductor Copywriter Dancer Editor Foreign Language Teacher Interior Designer Librarian Museum Guide Music/choral Director Music Teacher Narrator/Announcer Technical Writer Translator/Interpreter |

ADVISORY PROGRAM



WHY AN ADVISORY PROGRAM?

Just as the lighthouse serves as a beacon to guide ships at sea, the advisory program helps students locate their bearings and set their sails toward their future destinations. The advisory program also helps students while avoiding rocky obstacles that could prevent them from successfully completing their journey.

Counselors need assistance from parents and educators in helping students develop Individual Graduation Plans that meet their academic and career needs. **Advising, therefore, is a program that involves the entire school.**

The primary goals of a quality advisory program should be to:

- advise students regarding Individual Graduation Plans;
- assist students in occupational exploration and the selection of a career major;
- assist students in planning a sequence of courses leading to a chosen career major;
- develop trusting relationships;
- emphasize positive student self-esteem and personal development;
- create a caring school climate;
- monitor the academic progress of students;
- promote critical-thinking skills through discussion and problem-solving activities;
- assist students in making responsible choices;
- assist students in accepting responsibility for their own actions.

*“I come to school now because I know
you’ll brag on me.”*

--a student

STEPS IN DESIGNING AN ADVISORY PROGRAM

1. Select a Site Coordinator and form a Planning Team to include:
 - a. Teachers from all grade levels and departments
 - b. Students from each grade level
 - c. Parents
 - d. Counselors
 - e. Youth Service Center Staff
 - f. Administrators
2. Gather research/information about other successful programs and practices.
3. Determine school needs to be addressed in the Advisory Program. (There may be social or emotional needs in addition to educational and career issues.)
4. Identify primary goals and focus for Advisory Program.
5. Set objectives for Advisory Program based upon identified needs and program goals.
6. Develop scope and sequence for program objectives.
7. Determine advisory group composition, advisor composition, frequency of meetings, and time scheduled for each meeting.
8. Develop or acquire advisory curriculum activities that will address objectives.
9. Publicize advisory program with teachers, students, parents and community leaders. Build enthusiasm!
10. Train all staff in group facilitation and interpersonal skills, career development process, and advisory program curriculum activities before implementing program.
11. Design a procedure for on-going evaluation and revision.
12. Maintain on-going public relations campaign about advisory program with parents and community.

PROGRAM ORGANIZATION

(How Long? When? Where? Who? What?)

There is no “standard” or “right” way to organize an advisory program. While there are many options, each school should select the organizational structure that best meets the primary goals of the school’s advisory program.

| | |
|-------------------------|---|
| <i>How Long?</i> | Schools may choose to offer advisory sessions for one hour per month, one hour twice per month, one hour per week, thirty minutes daily. . . the options go on and on. |
| <i>When?</i> | Sessions may be scheduled for first thing in the morning, or they may be scheduled during lunch. It is not recommended for sessions to be scheduled at the end of the day. Whatever the choice, there must be a definite, regularly scheduled and designated time to complete advisory curriculum activities. Planning and structure is more important than the time of day. |
| <i>Where?</i> | Sessions may be scheduled wherever advisees will feel comfortable and secure discussing advisory topics. Since some topics may be more personal in nature, care should be given to selecting meeting space that will allow privacy for discussions. |
| <i>Who?</i> | Since groups are recommended to consist of only 12 to 15 students, some schools must use nearly all certified staff to meet this ratio. Most schools have found that administrators, counselors, media specialists, and other support staff enhance the program by serving as resource personnel instead of advisors. Ultimately, the decision as to the size of the advisory group depends upon the program goals and objectives. Groups may be composed of students from one grade level, multiple grade levels, or by career majors. The majority of programs assign students by grade level because the advisory curriculum activities are grade-level based. ALL students should be involved in the advisory process. |
| <i>What?</i> | The possibilities for advisory program activities are almost unlimited. Advisory program activities should be selected to meet program goals and be sequenced developmentally. Some activities should assist students in developing individual graduation plans, examining career clusters, planning for school to work transitions, examining academic progress, and improving problem-solving skills. Teachers and advisors are encouraged to collaborate in the design of an Individual Graduation Plan for diverse learners. Materials may be purchased from a wide array of commercial products, or they may be developed by the planning committee. |

SAMPLE ADVISORY PROGRAM SEQUENCE

Grade 9

Ice Breaker
Goal-Setting
Transcripts
Classroom Skills
Thinking Skills
Note/Test-Taking Skills

School Spirit
Future Options
Personal/Work Values
Aptitudes/Skills/Strengths
Careers
Letter to Self

Grade 10

Get Acquainted
Learning More About You
Getting to Know You
Learning Styles
World-of-Work Trends
Job Search
Application for Employment

Career Clusters
Decision-making
Envisioning Your Future
Defining Success
Work Values Survey
Communication Skills
Relationships

Grade 11

Goal Setting/Decision-making
Problem-solving
ASVAB Test
Transcript
ACT Assessment
Postsecondary Options
Proprietary Trade Schools
Apprenticeships
Going into the Military

Jobs
Job Outlook
Job Skills
Stress
Peer Pressure
Job Applications
Buying & Maintaining A Car
Résumés
Interviewing Skills

Grade 12

Holland Code Survey
Career Search
Occupational Outlook
The Follow-Up Letter
Four-Year Colleges & Universities
Two-Year Colleges
Tax Forms
Independent Living
Parenting

College Applications
Recommendations
Campus Visits
Acceptance of Admission
Financial Aid
Financial Planning & Budgeting
Banking
Apartment Leasing

POSSIBLE ADVISORY PROGRAM TOPICS

Self-Knowledge/Life Skills

| | |
|----------------------------|--------------------------------|
| Getting to Know You | Anger |
| Learning More About You | Letter to Self |
| Decision-making | Driving/Driver's License |
| Personal/Work Values | Independent Living |
| Goal-Setting | Buying and Maintaining a Car |
| Defining Success | Financial Planning & Budgeting |
| Problem-solving | Banking |
| Aptitudes/Skills/Strengths | Borrowing and Credit |
| Learning Styles | Apartment Leasing |
| Communication Skills | Relationships |
| Peer Pressure | Parenting |
| Stress | |

Educational and Occupational Exploration

| | |
|--------------------------------|---------------------------------------|
| Graduation Requirements | ASVAB Assessment |
| IGP | CATS Assessment |
| Transcripts | ACT Assessment |
| Classroom Skills | Skills Standards Assessment |
| Note-Taking Skills | Postsecondary Options |
| Test-Taking Skills | Proprietary Trade Schools |
| Thinking Skills | Going Into the Military |
| School Spirit | Four-Year Colleges and Universities |
| Service Learning | Two-Year Colleges |
| Grade Reports/Progress Reports | The College Application |
| Scheduling | College Recommendations |
| World-of-Work Trends | Campus Visits |
| Envisioning Your Future | Acceptance of College Admission |
| Reality Store | Financial Aid |
| PLAN Assessment | Rings, Invitations, Caps, Gowns, etc. |

CAREER PLANNING

| | |
|-----------------|-------------------------------|
| Careers | Application for Employment |
| Career Clusters | Job Outlook |
| Career Majors | Occupational Outlook |
| Career Day | Kentucky Occupational Outlook |
| Job Shadowing | Job Skills |
| Future Options | Résumé |
| Job Search | The Interview |
| Career Search | The Follow-Up Letter |

ROLE OF THE ADVISOR

| | |
|---------------------------------|--|
| Role | <p>Advisors will serve as advocates for each advisee and facilitate small group discussions and/or activities that will help students build self confidence, understand themselves and others, and evaluate their own progress. Advisors will facilitate advisory sessions in which advisees explore career clusters, select career majors, develop and update individual graduation plans, monitor academic progress, and improve decision-making skills.</p> |
| Primary Goal | <p>To provide a supportive environment that encourages the personal growth and development of all students by establishing a relationship with each advisee which is characterized by warmth, genuine concern, and understanding.</p> |
| Primary Responsibilities | <ul style="list-style-type: none"> • Service as an advocate for advisees • Provide a nurturing environment which promotes communication between advisor and advisees • Implement advisory program curriculum • Serve as positive role model for advisees • Monitor academic progress of advisees • Foster quality communication and relationships between the school and the parents/guardians of advisees |

ROLE OF ADMINISTRATORS, COUNSELORS, AND OTHER SUPPORT STAFF

| | |
|--|---|
| Role | Administrators, counselors, media resource specialists, Youth Service Center staff, and other staff not serving as advisors should provide support, encouragement, materials and any other means needed to make the advisory program successful. All school staff members must work as a team to promote advisory program goals, objectives and activities. |
| Administrator Responsibilities | <ul style="list-style-type: none"> • Generate a total school philosophy that supports the advisory program. • Promote the advisory program within the school and the community. • Provide appropriate professional development training for advisors. • Allocate time and space within the school for planning and implementing the advisory program activities. |
| Counselor Responsibilities | <ul style="list-style-type: none"> • Help develop advisory program activities • Coordinate and provide staff development training for advisors. • Respond to referrals about advisees from advisors. • Serve as a consultant and resource person for advisors. • Serve as a consultant for parents. |
| Youth Service Center Staff Responsibilities | <ul style="list-style-type: none"> • Help develop advisory program activities. • Promote parent involvement in advisory program activities. • Facilitate student referrals to community agencies. • Provide training and support to advisors. • Provide parent training workshops that will enhance the advisory program activities. • Respond to referrals regarding student needs such as food, clothing, shelter, etc. |
| Media Resource Specialists | <ul style="list-style-type: none"> • Serve as a resource for advisors. • Locate books, videos, and other materials that can supplement and reinforce the advisory program activities. |

| | |
|--|---|
| Maintenance and Cafeteria Staff | <ul style="list-style-type: none"> • Maintain a warm, pleasant, and secure environment for all members of the school community. • Work as a team to promote a clean and efficient school environment. • Enhance student self-esteem and promote an atmosphere of mutual respect. |
|--|---|

“Light is the task when many share the toil.”
--Homer

TIPS FOR ADVISORS

- ❑ Allow group time to discuss problems or concerns.
- ❑ Always have a purpose. Keep expectations realistic. Focus on why we are here.
- ❑ Get to know students as people. Allow students to know each other. Talk individually with your advisees whenever possible. Learn and use names of your advisees as you talk with them.
- ❑ Be firm but understanding from the beginning. Show genuine interest and students will respond!
- ❑ Follow the planned agenda or activities, but use your own style always! Advisory is **never** a “Study Hall.”
- ❑ Keep an open mind toward the program and be flexible with your advisees.
- ❑ Don’t be slack on discipline just because it is advisory time. Insist that all students follow school rules and any rules which the group has made.
- ❑ Know where to go for answers. You will not have all the answers. Refer! Refer! Refer!
- ❑ Avoid sarcasm. Be sensitive in choosing your words.
- ❑ Start advisory time with a smile and enthusiasm.
- ❑ Develop a feeling of togetherness and group cohesiveness.
- ❑ Remember, it takes time to make the program successful. Evaluate regularly.



SUGGESTED TOPICS FOR PROFESSIONAL DEVELOPMENT

Academic Topics:

- Contents of IGP
- Tests and test interpretation (PLAN, ACT, PSAT, SAT, ASVAB, CATS)
- Graduation requirements
- How to calculate GPA
- Registration and scheduling information
- Student financial aid for postsecondary training
- Academic expectations for vocational studies (as related to KERA 2.36, 2.37, 2.38)

Career Topics:

- Knowledge of interest/aptitude inventories
- Employability skills
 - Applying for a job
 - Interviewing
 - Résumé writing
 - Communication skills
- Educational options
 - College
 - Career-technical training
 - Military
- Career clusters and the occupational outlook
- Tech Prep

Social/Personal Topics:

- Effective listening skills
- Substance abuse education/knowledge
- Community resources/hotlines for crisis assistance
- Interacting positively with parents; how to hold a parent conference; how to involve parents in the educational process
- Awareness of cultural differences as related to learning and social behavior
- Learning styles research and how to incorporate into program
- Overcoming negative peer pressure
- Handling stress
- Conflict intervention techniques/activities

PROGRAM EVALUATION AND MAINTENANCE

Just as with any other program in a school, an advisory program needs nurturing. Beginning a program is only the first step in what will be an ongoing developmental process. Teachers retire or leave from year to year, so periodic updating of the skills of those serving as advisors is necessary. Even veteran advisors need revitalizing. The school administrator, the site coordinator, and planning committee should monitor the program continuously. Periodic questionnaires to elicit information from students, teachers, parents, and others can indicate the effectiveness of the program. Such questionnaires should be based upon the goals and objectives of the advisory program. Data collected preceding the implementation of an advisory program and after its beginning can be compared to see changes which may have occurred in school climate such as incidents of vandalism, student and teacher attendance, rate of student and teacher transfer, numbers and severity of discipline problems, truancy, evidence of academic achievement, attendance at school-sponsored activities, and student, parent, and community perception of the school. The school must continue to advertise program success and build community support of the program.

Questions such as the following should be raised at least annually and answered by advisors and advisees:

- Is the time of day for advisory activities satisfactory?
- Does the program meet often enough or too often?
- How is the current method of assigning students working?
- Which activities work well and which don't? Why?
- Do the topics need to be changed?
- What additional training is needed?
- Have referrals to counselors or Youth Service Center staff increased since the program began?
- Do students value the advisory program?

Flexibility and teacher commitment to the program's philosophy remain the keys to a successful advisory program. The planning committee and site coordinator must listen to students, teachers, and parents to learn what is working and what needs correcting. If the advisory program is to become an integral component of the overall school program, it must remain responsive to the changing needs of high school students.

FREQUENTLY ASKED QUESTIONS

✓ Who will serve on the advisory committee for developing, implementing, and evaluating the advisory program?

The committee should include teachers from all grade levels and departments, students from each grade level, parents, counselors, Youth Service Center staff, and administrators. All stakeholders should be represented on the advisory committee. Also, a site coordinator should be selected.

✓ How much time should be allowed for planning and training before implementing an advisory program?

A minimum of one academic year for planning and training is recommended.

✓ Who will be the advisors, and who will be exempt from being a teacher/advisor?

Advisory groups need to be smaller than average academic classes to facilitate program goals and objectives. To create smaller groups, all teachers should serve as advisors. Administrators, counselors, and other support staff may serve as advisors but many programs have found greater success by using these staff members in flexible support roles. Realistically, there may be some teachers who cannot or will not work effectively with students outside of an academic context. Since requiring these teachers to take an advisory group could weaken the program or cause undue stress for students, these teachers should be given alternative duties to perform during advisory program time.

✓ How do you help teachers prepare for the role change required of an advisor?

Advisors need specific training in group facilitation and interpersonal skills as well as the career development process. Staff development for all staff, whether they are serving as advisors or not, should be provided prior to the implementation of the program.

✓ How big should advisory groups be?

To facilitate a supportive atmosphere, it is recommended that groups consist of 12 to 15 students. While advisory groups may be smaller, they should not be larger than 20 to 22 students.

✓ **How should advisees be assigned to advisory groups?**

The assignment of advisees depends upon the goals of the program. Students may be assigned alphabetically by grade level, randomly by grade level, or by career majors. The majority of programs assign students by grade level because advisory activities are grade-level based.

✓ **Should advisors keep their advisees all four years or should they change each year?**

Whether advisees remain with advisors throughout their high school career depends upon the advisory curriculum. If the curriculum is grade-level specific, then schools may choose to have advisors specialize in one grade level curriculum, so students would change each year, or advisors may choose to trade curriculums each year so they can remain with their advisees. This decision should be made with input from both teachers and students.

✓ **How often, when, and for how long should advisory groups meet?**

While daily contact promotes bonding between advisor and advisees, the frequency of advisory sessions depends upon the goals of the program. Daily or weekly sessions should last at least 30 minutes, while monthly or twice monthly sessions should last at least 60 minutes. Advisory sessions may be scheduled at the beginning of the day to promote a positive school climate for the day or during the middle of the day to provide a motivational life. Advisory sessions should not be scheduled for the end of the day.

✓ **How do you prepare students for an advisory program?**

A representative group of students should be involved in the planning process from the beginning. Once the program has been designed and activities developed, all students should be provided an orientation to the program. Ownership in the program will occur more rapidly and smoothly when students are involved in all stages of the program design, implementation, and evaluation.

✓ **How should advisory program activities be selected and sequenced?**

Advisory activities should be selected to meet program goals and be sequenced developmentally. Activities should facilitate the personal growth and development of all students. Some activities should assist students in developing individual graduation plans, examining career clusters, planning for transition from school to work, examining academic progress, and improving problem-solving skills.

The best way to be understood is to be understanding.



The Three-Story Intellect

*There are one-story intellects,
Two-story intellects,
And three-story intellects with skylights.
All fact collectors who have no aim
Beyond their facts are one-story men.
Two-story men compare, reason,
Generalize, using the labor of fact
Collectors as their own.
Three-story men idealize, imagine,
Predict—their best illumination comes
From above the skylight.*

Oliver Wendell Holmes

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